Reimagining Relationships between High School and College in the Wonderful World of Writing Centers

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Reimagining Relationships between High School and College in the Wonderful World of Writing Centers

IWCA/NCPTW 2014 Conference
Orlando, FL
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Caleigh Ostrom, Centenary College
Quilvio Ventura, Centenary College
Desirae Craigle, Centenary College

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Collin Baker, Purdue University (in absentia)
Overview

• Direct collaboration with high schools
  – Centenary College and Paulo Freire Charter School
  – Cross-institutional training and mentorships

• Indirect connections to high schools
  – Undergraduate consultants who also tutored in high school
  – Evolving, flexible identities
Writing Collaboratory
Centenary College
and
Writing Collaboratory Too
Paulo Freire Charter School
A Need for Collaboration

- Paulo Freire is an urban high school located in Newark, NJ.
- 8% of Newark residents attend college.
- Cross-institutional collaborative partnerships stress effective writing to address social disparity.
- Writing skills are a tool of empowerment.
Benefits of a High School WC

- Offers college prep for high school students.
- Serves as a “feeder program” for regional colleges/universities in NJ and nearby.
- Provides continuous training for consultants in both high school and college.
Cross-Institutional Collaboration

• Share training resources and materials:
  – Guidebooks
  – Skype sessions
  – Site visits
  – Online resources.

• Foster mentorships between directors and consultants.

• Cooperate on conference attendance, presentations, and hosting.
Consultants’ Perspectives

• David: Senior, Criminal Justice (Peer Tutor Coordinator)
• Desirae: Senior, Business
• Quilvio, Junior, Business
• Caleigh: Senior, Fashion
Writing Lab
Purdue University
with
Medfield High School
and
Hamilton Southeastern High School
Purdue’s Indirect Outreach

- No formal partnerships exist with high schools.
- Outreach has taken place through the OWL and “one-off” events.
- Indirect relationship exists through consultants who have tutored in high school and college.
Different Contexts

- Hamilton Southeastern HS and Medfield HS
  - Brief training
  - Papers read in advance
  - Little to no interaction with students
- Purdue University
  - Semester-long training course
  - Specialized work with first year composition
  - Collaborative, in-person interaction
Bridget’s High School Work

• No face-to-face interaction, and feedback consisted of
  – Question-based tutoring paired with positive comments.
  – Editing rather than holistic guidance.

• Assignments and experiences were less diverse compared to Purdue.
Collin’s High School Work

• No face-to-face interaction, and feedback focused on
  – Proofreading.
  – 6+1 Writing Traits vs. HOCs and LOCs.
  – No time constraints.

• Training was minimal.

• Assignments were mostly persuasive and research papers.

• Most students shared the tutor’s background.
Benefits of Tutoring in High School

• Gives tutors greater confidence.
• Provides more experience with and knowledge about basic principles and practices in tutoring.
• Helps tutors appreciate the wider range of experiences in college tutoring.
• Strengthens tutors’ own writing abilities.
Benefits of Tutoring at Purdue

• Provides opportunities to work one-to-one, face-to-face, and engage in conversation.
• Exposes tutors to different kinds of writers with different backgrounds.
• Offers mentoring and immediate feedback.
• Allows tutors to re-shape their identity as tutors, not editors.
Evolving Tutor Identities

- Re-negotiate expectations of tutoring and learn about different writing center contexts.
- Expand tutor repertoire.
- Increase flexibility and ability to adapt.
- Gain more confidence as a tutor.
- Learn the theory behind the practice.
Share Your Own Experiences

• How do you already collaborate with high schools?
• How would you like to collaborate with high schools?